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ABSTRACT

The determination of those factors of motivation and hygiene which led to job satisfaction/dissatisfaction of forty-five randomly selected community education coordinators in six mid-Atlantic states was the primary purpose of this interview-oriented research study. A second purpose was to examine the relationship between age, gender, marital status, and length of service to job satisfaction/dissatisfaction. The study built on Frederick Herzberg's research and used his "critical incident" interviewing technique. Results tend to support the hypothesis that Herzberg's Motivation-Hygiene Theory can be applied to community education coordinators. Interview responses revealed that achievement, interpersonal relations with subordinates, and recognition were the factors which motivated them most to strive for a high level of job performance. Lack of achievement, however, was frequently associated with dissatisfaction as well. Policy and administration, interpersonal relations with subordinates, supervision, and working conditions were the factors which caused the greatest job dissatisfaction. More careful attention to the nurturing of the sources of job satisfaction and to the reduction of sources of job dissatisfaction should bring about increased program and job performance, lower turnover and absenteeism, and greater opportunities for self actualization on the part of the coordinators. (MEK)

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The Community Education Coordinator:
Sources of Job Satisfaction and Dissatisfaction

Bunny G. Sheppard

Technical Report 79-201

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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PREFACE

This technical report was part of a larger research and evaluation effort coordinated by the University of Virginia during 1978-79. This report focuses on the findings of a doctoral study undertaken by Ms. Bunny Sheppard.

Sheppard attempted to identify sources of job satisfaction and dissatisfaction among community education coordinators in the Mid-Atlantic region. Building on research originally undertaken by Frederick Herzberg and modified by others, Sheppard collected interview data from community education coordinators and analyzed the data with the help of trained coders.

The findings of this study should be especially useful for practitioners and trainers alike. The role of the community education coordinator is indeed complex. An awareness and understanding of factors that serve to satisfy or dissatisfy an individual in this role provide new opportunities for providing staff development, in-service and initial preparation programs. Hopefully, this research will serve as a springboard for other studies that might examine issues related to the community education coordinator. Comments and reactions from readers of this report are eagerly invited.

M.H. Kaplan
June, 1979

Chapter 1

INTRODUCTION

> I have felt rewarded watching the community develop and have commitment. . . . A lay citizen's group grew into an advisory council. I have been directly involved with the community growing.
>
> - A Community Education Coordinator

In the foregoing statement, a community education coordinator epitomized the essence of community education--growth. The community education coordinator is the person in the field nurturing the growth of the community education movement. In the first quarter of the 20th century, some citizens became concerned with problems related to the growth of prejudice, poverty, inequality, and crime. The community education movement grew in an attempt to respond to these problems on the community level.

The movement grew rapidly. Community educators struggled to promote public interest in the identification of unfulfilled community needs and the search for solutions. Community education was based on the idea that a closer integration of school and community could work toward the solution of community problems. Furthermore, civic leaders combined their efforts to insure that opportunities to maximize educational development would be available to all members of the

community. By mobilizing physical and human resources, community educators helped the community solve its problems. The premise of community education was that people are capable of identifying community needs and solving community problems when given adequate information and resources, the opportunity to work together, and capable leadership (Clark and Stefurak, 1978).

Several prominent educators were the precursors of the community education philosophy. John Dewey, Horace Mann, Henry Bernard, and George Counts focused attention on social as well as academic problems. As early as 1929, Elsie Clapp (1940), in a rural Kentucky school, established principles which enabled the community school to become operational. Community-wide educational programs had also been established by 1939 in the states of Washington, Georgia, California, Missouri, and Michigan (Seay, 1974).

Federal legislation in support of community education was initiated in the United States Senate during 1971 by Senator Frank Church of Idaho and Senator Harrison A. Williams, Jr., of New Jersey, who introduced the Community School Development Act (Casale, 1976). The House version of the bill was introduced in the United States House of Representatives of Congressman Donald W. Riegle of Michigan. The law went into effect on August 21, 1974, followed by a commitment in 1975 of 3.5 million dollars (Casale, 1976). Small infusions of federal funds brought about continued growth in community education. During 1976, Casale reported that

community education programs were operating in more than 850 school systems and 4,344 school buildings in the United States at an annual expense of more than 84 million dollars. Two years later, Decker (1978) related that 1,700 school systems had planned and organized programs for involvement of the community in education programs of wider scope and scale.

During November, 1978, President Carter signed into law the 1978 Elementary and Secondary Education Act (ESEA). Included within this legislation was the Community Schools and Comprehensive Education Act of 1978. The key provisions were the following: (1) A separate title was given for community education; (2) a separate grant category was credited to institutions of higher education; (3) community colleges were included within the definition of the community education program; and (4) separate discretionary grant categories for local education agencies and public agencies were devised (Federal Update, 1978). However, most importantly, 500 million dollars in federal funds were provided to support the continued growth and development of community education (Schoeny, 1978).

Due in part to this federal support, participation and interest in meetings and workshops by community educators increased dramatically. For example, more than 700 people attended a 1975 community education workshop in Washington, D.C., and more than 1,000 people were present at the 10th Annual National Community Education Association Convention in Cincinnati, Ohio (Brandt, 1977).

For the purposes of organizational efficiency, the National Community Education Association divided the United States into several geographic regions. One of the regions was the Mid-Atlantic region, which was comprised of sixteen higher education institutions and state departments of education in Maryland, Virginia, West Virginia, North Carolina, Delaware, South Carolina, and Washington, D.C. (A Plan for Community Education Development, 1978).

The Mid-Atlantic region contained a large geographical area as well as a diverse socio-economic population. The significant growth of community education within the region during the six-year period since its inception was reported during 1978 in A Plan for Community Education Development:

	1971	1977
Number of school-system-wide community education programs	8	68
Number of individual schools in which community education services were offered	47	515
Number of full and part-time coordinators	55	333

The number of school-system-wide community education programs grew 8-1/2 times; there was an eleven-fold increase in the number of individual schools in which community education services were offered; and employment opportunities for full and part-time coordinators grew by 600%.

Even though legislation had been passed supporting community education at the local level in the states of Maryland, North Carolina, South Carolina, and West Virginia,

much work remained to be done. The need for this work was highlighted in the following demographic data:

1. The region is one of the fastest growing population areas in the country. With large numbers of new families moving into the region, there is a great need for stabilizing and re-orienting certain service delivery frameworks.

2. Five of the 10 poorest counties in the United States are located in the Mid-Atlantic region.

3. Rapid industrialization and coal mining in the area have caused tremendous sociological and personal readjustment problems.

4. Health problems are among the most critical in the country.

5. The states in the region are among the lowest in teacher salaries, per pupil expenditures for education, and student academic achievement.

6. The Mid-Atlantic region has a higher than average minority population, both urban and rural. (A Plan for Community Education Development, p. 9, 1978)

The community education coordinator was responsible for organizaing programs and services in the individual communities in the Mid-Atlantic region. This individual was called upon to promote cohesion between the community and the local school system in areas beyond the traditional K-12 programs. With some form of community education being undertaken in ever increasing numbers of communities and school districts in the Mid-Atlantic region, there are growing needs for information concerning the coordinator.

The problems encountered by the coordinators were numerous and demanding. These problems affected the coordinators' job performance. Because of the importance of the

success of the community education program, knowledge of the coordinators' job satisfaction and job dissatisfaction was needed. No major analysis concerning job satisfaction and job dissatisfaction of community education coordinators had been done.

One of the most trenchant theories developed to study job satisfaction/dissatisfaction was Frederick Herzberg's Motivation-Hygiene Theory, also known as the "dual factor" theory of job satisfaction/dissatisfaction. After an extensive review of the literature during 1957, Herzberg and his associates discovered that identification of job attitudes had been dealt with basically in three ways: 1) investigations of overall attitudes by comparison of various groups, 2) use of scaled inventories, and 3) observation, often by psychologists, of behavior of workers, with motives and feelings being inferred from this observation (Herzberg, 1959).

Herzberg observed that one of the greatest shortcomings of the previous studies had been the failure to deal with the origins and effects of attitudes. He found the studies to be fragmentary in nature and when effects of attitudes had been studied, "there was inadequate information about the individuals concerned, their perceptions, their needs, their pattern of learning" (Herzberg, 1959, p. 11). He postulated, therefore, one of his basic premises as follows:

> The one dramatic finding that emerged in our review of the literature was the fact that there was a difference in the primacy of factors, depending upon whether the investigator was looking for things the worker liked about his job or things he disliked. The concept that there was "dissatisfiers" was suggested by this finding. From it was derived one of the basic hypotheses of our own study (Herzberg, 1959, p. 7).

Herzberg knew that when individuals had been asked to give examples of situations to illustrate their feelings about their work they had done so with a high degree of specificity. This influenced his choice of research methodology. He chose the "critical incident" technique because he felt that "distortions would be markedly less operative when a respondent was talking about actual events during a period of high or low morale as contrasted with his ranking or rating general factors" (Herzberg, 1959, p. 15). This technique was also advantageous because the interviewer maintained control in the questioning situation, as opposed to a non-structured interview. He rejected the scaled measure approach stating that "the best data for a fresh approach would come not from such manipulations of generalizations but from descriptions of events" (Herzberg, 1959, p. 25). In excluding a group comparision procedure, Herzberg concluded that those studies had some major deficiencies. He noted that:

> Despite the real contribution to an understanding of the problem, these group studies showed some inadequacies. First, there was often considerable time lag between the measures of the independent variables which led to the formation of these groups and the various criterion measures which served as a dependent variable. Thus, an individual in a group

> labeled "high morale" at a given time may actually show very low morale at the moment at which he quits, has an accident, or slacks off work (Herzberg, 1959, p. 18).

The core of industrial sociological and psychological studies were observational, but Herzberg believed this method to be impractical for two reasons: 1) they were handicapped by the small sample size; and 2) it was difficult to assess to what degree the presence of the observer affected the behavior of the worker (Herzberg, 1959). He stated that the optimum observational study would be carried out in the following manner:

> If it were possible to go into the world of industry surrounded by a portable one-way screen for observation and to carry out in addition a running interview with people to determine how they felt about what they were doing when they were doing it, observation would certainly be the procedure of choice (Herzberg, 1959, p. 19).

Considering these factors, Herzberg and his associates felt the retrospective interview was the best method for obtaining meaningful results.

They interviewed 200 engineers and accountants randomly selected from nine companies and asked that they recount job related incidents which were sources of job satisfaction/dissatisfaction. Using these incidents, as reported by job incumbents, Herzberg and his associates concluded that job satisfaction and job dissatisfaction did not exist at opposite ends of a single continuum, but rather represented two unique continua. In other

words, Herzberg concluded that the decrease in sources of job satisfaction would not necessarily cause job dissatisfaction, nor would the elimination of something causing job dissatisfaction necessarily produce job satisfaction. Those characteristics which were important for, and led to, job satisfaction were classified by Herzberg as factors of motivation; and were: achievement, recognition, work itself, responsibility, advancement, and possibility of growth; whereas those that were important for, and led to, job dissatisfaction were classified as factors of hygiene. These were: supervision, policy and administration, working conditions, interpersonal relations, status, job security, salary, and personal life. The factors of motivation related to the content of the work and the rewards which resulted directly from the performance of that work; on the other hand, the factors of hygiene were related to the context or environment of the work. Herzberg's findings based on this theory generated considerable controversy because the findings were directly opposed to the traditional work motivation theories of the period.

Herzberg's study was replicated, modified, and challenged in numerous subsequent studies. Among the replications of Herzberg's study were the following: Schwartz, Jenusaites, and Stark (1963), male supervisors in utility companies; Walk (1963), women executives in the United States government; Myers (1964), employees

in the Texas Instruments Company; Saleh (1964), older managerial employees; Sergiovanni (1966), suburban teachers; Anderson (Herzberg, 1973), skilled and unskilled hospital employees, Gendel (Herzberg, 1973), unskilled black workers; and Perczel (Herzberg, 1973), Hungarian engineers. Some studies in which modifications were made in Herzberg's methodology were the following: Schwartz (1966), middle management personnel; Frantz (1962), rehabilitation patients; Hahn (1959), Air Force officers; Gibson (1961), industrial plan employees; Sanvold (1962), mental health patients; Halpern (1966), university counseling center students Manning (1976), Virginia high school principals; Greenberg (1970), teachers; and Hall (1977), Catholic elementary school principals. Among the studies in which Herzberg's findings were challenged were the following: Ewen, Smith, Hulin, and Locke (1966), female clinical employees. If Herzberg's theory were applicable and relevant to the variety of populations already investigated, it could be useful in helping to determine job satisfaction/dissatisfaction for the community education coordinator.

House and Wigdor (1967), in reviewing previous motivational studies, concluded that the demographic variables of age and gender could be influential in job satisfaction/ dissatisfaction. Wild and Dawson (1976) stated that age, marital status, and length of service were important variables with regard to job satisfaction, but were ones which few

researchers had examined. Herzberg, in designing his study, argued that "The nature of the population studied will exert a strong effect on the results" (Herzberg, 1959, p. 109). From the literature reviewed, therefore, it appeared that the variables of age, gender, marital status, and length of service might be related to sources of job satisfaction/dissatisfaction of the community education coordinators.

STATEMENT OF THE PROBLEM

A need existed to document and analyze those factors which contributed a job satisfaction/dissatisfaction of the community education coordinator. The community education coordinator had the responsibility for planning and implementing, as well as administering, community education programs, activities, and services. Community education coordinators had to contend with long work hours, low salary, and the continued management of crises. As a result, community education supervisors observed among coordinators high absenteeism, short tenure, counterproductive behavior, and poor relationships between coordinators and school administrators. The sources of job satisfaction and job dissatisfaction of the community education coordinator had been intuited, as best, by supervisors. No empirical study had been done as was revealed by an extensive review of the literature. There

was also a lack of knowledge relating demographic variables such as age, gender, marital status, and length of service to job satisfaction/dissatisfaction of community education coordinators.

STATEMENT OF THE PURPOSE

The purpose of this study was to identify those factors which were sources of job satisfaction and job dissatisfaction of community education coordinators by seeking answers to the following questions:

1. To what extent were Herzberg's factors of motivation - achievement, recognition, work itself, responsibility, advancement, and possibility of growth - associated with job satisfaction/dissatisfaction for community education coordinators?

2. To what extent were Herzberg's factors of hygiene - supervision; policy and administration; working condtions; inter-personal relations - superordinates, subordinates, and advisory councils; salary; status; job security; and personal life - associated with job satisfaction/dissatisfaction for community education coordinators?

3. To what extent did the demographic variables - age, gender, marital status, and length of service - influence the community education coordinators' job satisfaction/dissatisfaction?

SIGNIFICANCE OF THE STUDY

Kaplan (1974) and others stressed the need for a solid body of well-coordinated research on the community education coordinator. Guilford and Gray (1970) stated that awareness of those factors which contributed to job satisfaction/dissatisfaction was important for all managers who were concerned with securing the interest, positive feelings, and cooperation of other people. The community education coordinator was involved with securing and directing cooperation between the school and the community. Through the development of a comprehensive and coordinated program and delivery system, the coordinator was responsible for providing educational, recreational, social, and cultural services for people of the community. Successful realization of these programs and delivery of these services for the community was dependent to a great extent upon the cooperation which the coordinator engendered among very diverse individuals and groups.

Coordinators were in charge of directing programs in public school buildings where they had little or no operational authority. This fact of life frequently brought them into conflict with local school administrators and part-time teaching staffs upon whom they could not always depend. The extent to which community education coordinators experienced satisfaction or dissatisfaction from work influenced the results of that work. Evidence of job

dissatisfaction showed up in frequent turnover, high absenteeism, and counter-productive behavior. Information concerning sources of job dissatisfaction could help eliminate some of these problems. Awareness of those factors which brought about job satisfaction/dissatisfaction for community education coordinators should enable supervisors to create an atmosphere promoting job satisfaction and minimizing job dissatisfaction.

Having awareness of that which contributed to job satisfaction and job dissatisfaction could enable community education coordinators to make more realistic career choices. Institutions of higher education could identify new areas of program emphasis which would stress the awareness of that which contributed job satisfaction and ways to reduce job dissatisfaction. One such program, for example, might involve techniques to facilitate collaboration between community education coordinators and school administrators. Therefore, information gained from this study would be beneficial both for the theoretician of community education as well as the practitioner.

Chapter 2

METHODOLOGY

The purpose of this chapter was to present the methods and procedures involved in the implementation of the study. The population and sampling techniques are explained in section one. The second section contains information relevant to the interviewing procedure. In the third section, the method of data analysis is discussed.

POPULATION AND SAMPLING PROCEDURES

The principal purpose of this study was to determine those factors of motivation and hygiene which led to job satisfaction/dissatisfaction of community education coordinators. In an extensive literative search, no major reports were found that dealt with the question of job satisfaction/dissatisfaction of community education coordinators. A secondary purpose was to investigate the relationship between the demographic variables of age, gender, marital status, and the length of service, and factors affecting job satisfaction/dissatisfaction of community education coordinators.

Because the population of community education coordinators in any one of the states in the Mid-Atlantic

region was too small for adequate sampling procedures, the population was chosen from those coordinators in the states of Virginia, North Carolina, Maryland, South Carolina, West Virginia, and the District of Columbia. A random sampling of forty-five community education coordinators was chosen.

In testing the demographic variables of age, gender marital status, and length of service, an a posteriori approach was used. The median age was determined, and the respondents were assigned to one of two groups: pre-median and post-median. Respondents were placed in the respective categories of male or female and married or unmarried. With regard to length of service, the median number of years in the present position as a community education coordinator was computed, and respondents were assigned to groups of above or below the median.

INTERVIEWING PROCEDURE

All 45 coordinators were interviewed personally by the researcher, using Herzberg's "critical incident" interviewing technique. At the beginning of the interview the purposes of the study were reiterated. The coordinators were informed that all information would be held in confidence. Each coordinator was asked to complete the biographical form (see Appendix B).

The "critical incident" interview consisted of the interviewer asking two questions about job related incidents which affected the coordinator in either a negative or a positive way. (see Appendix A). Each of the interviews was tape recorded and all were sent to the three trained, independent raters for coding.

ANALYSIS OF DATA

Each interview was tape recorded, coded, and analyzed using Herzberg's criteria. Coding was done by three, independent raters who had been trained in Herzberg's terminology and concepts, and who had coded numerous Herzberg studies. The method used by Hall (1977) to insure interrater reliability was employed. That is, practice was done on mock stories until two successive stories were marked alike by all three raters.

In coding the interviews, the data were first separated into positive and negative incidents. A criteria check-off was used by the coders to determine which of Herzberg's factors was represented in the stores (see Appendix C, p. 78). In this study, an additional factor, interpresonal relations with advisory councils, was added to the original Herzberg factors. Factors were coded only once per incident even though one or several factors may have been mentioned more than once per incident. Only those factors which were similarly marked by all three raters were used as data. A percentage was

computed of the number of times each factor was referred to in both positive and negative incidents. Garrett's procedure was used to "test the significance of the difference between the two percents" (Garrett, 1966, pp. 235-236).

A second objective was to test the relationship of the variables of age, gender, marital status, and length of service with the factors affecting job satisfaction/dissatisfaction of community education coordinators. Garrett's procedure was again used. The hypotheses were accepted or rejected at the .05 level of confidence.

Chapter 3

FINDINGS

The purpose of this chapter was to present an analysis of the data which were collected in the study of sources of job satisfaction and job dissatisfaction of community education coordinators in the Mid-Atlantic region. In section one, data are reported relative to hypotheses 1 and 2 which were developed to assess whether or not each of Herzberg's sixteen factors of motivation and hygiene was a significant source of job satisfaction or job dissatisfaction for community education coordinators. Percentages of coordinators who identified Herzberg's factors of motivation as sources of job satisfaction/ dissatisfaction are illustrated in Figure 1, page 20. Percentages of coordinators who identified Herzberg's factors of hygiene as sources of job satisfaction/ dissatisfaction are illustrated in Figure 2, page 21. Section two includes discussions of hypotheses 3 through 10, which were developed to test the significance between the demographic variables of age, gender, marital status, and length of service, and Herzberg's factors of motivation and hygiene. In section three, percentages of all factors

FIGURE 1

PERCENTAGE OF COORDINATORS WHO IDENTIFIED HERZBERG'S FACTORS OF MOTIVATION AS SOURCES OF JOB SATISFACTION AND JOB DISSATISFACTION

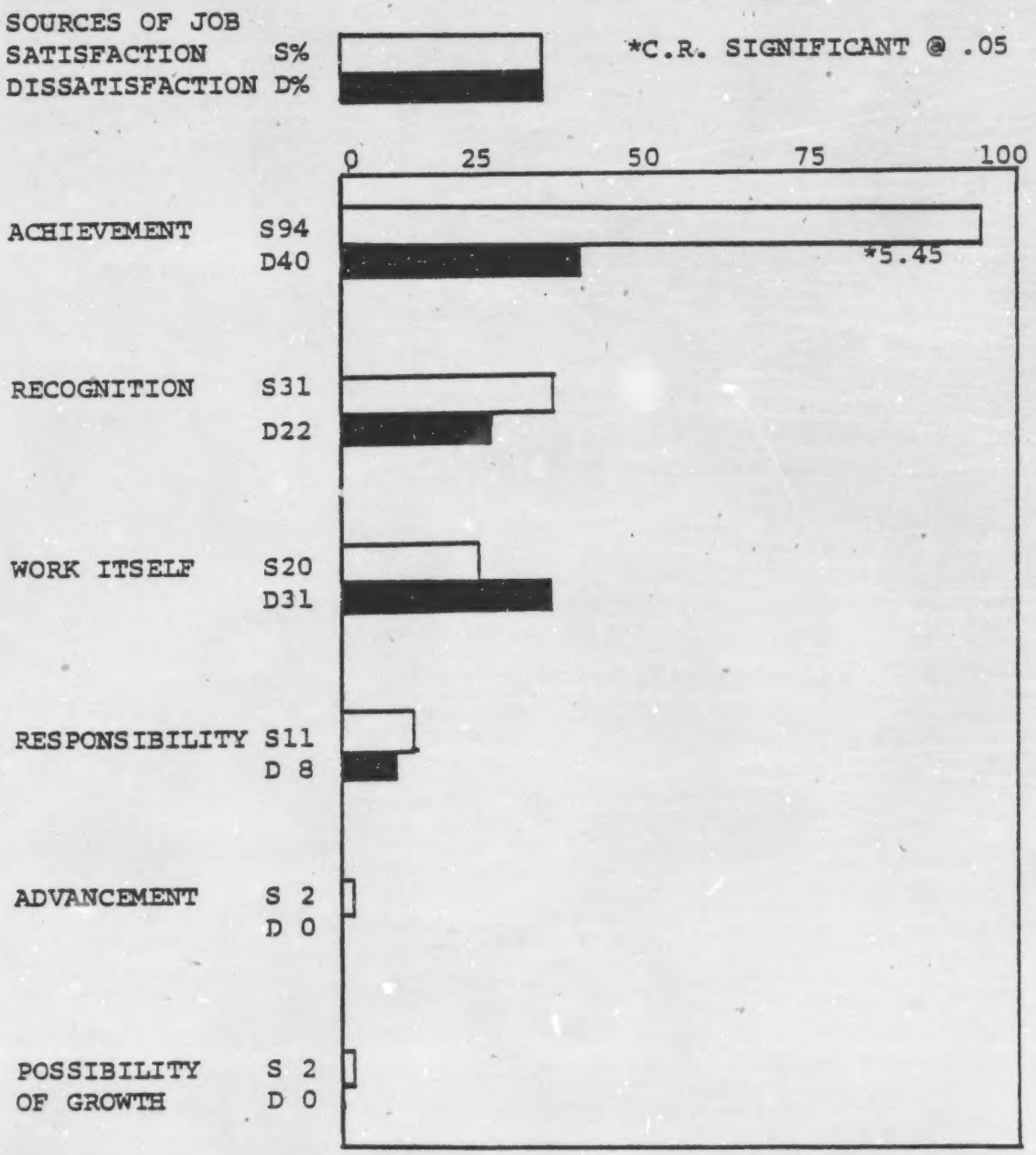
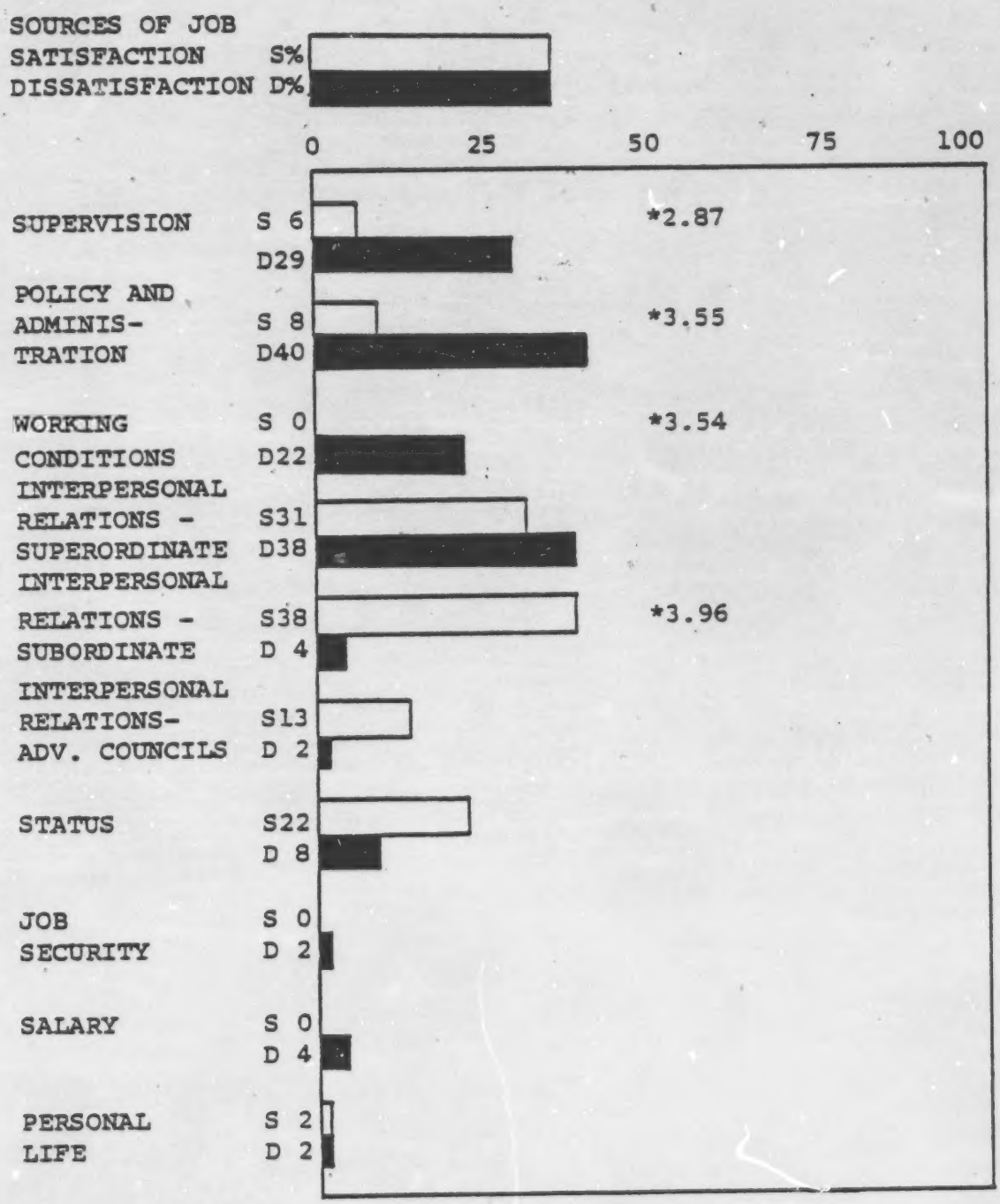


FIGURE 2

PERCENTAGE OF COORDINATORS WHO IDENTIFIED HERZBERG'S FACTORS OF HYGIENE AS SOURCES OF JOB SATISFACTION AND JOB DISSATISFACTION



identified by the community education coordinators as sources of job satisfaction and job dissatisfaction are illustrated. Herzberg's factors of motivation and hygiene and their relationships to the four demographic variables are presented in Tables 2 through 9.

FACTORS OF MOTIVATION AND HYGIENE OF COMMUNITY EDUCATION COORDINATORS

Hypotheses 1 and 2 were developed to determine whether or not each of Herzberg's sixteen factors were related to job satisfaction or job dissatisfaction for community education coordinators. After the interviews, data were coded into Herzberg's factors, and then percentages were calculated of the number of coordinators who identified any of the sixteen factors in critical incidents.

Herzberg's Factors of Motivation

> Hypothesis 1. The Herzberg factors of motivation - achievement, recognition, work itself, responsibility, advancement, and possibility of growth - will not be indicated significantly more often as sources of job satisfaction than as sources of job dissatisfaction by community education coordinators.

The percentage of coordinators identifying each factor of motivation as contributing to job satisfaction or job dissatisfaction is presented in Table 1, page A critical ratio for each factor of motivation was determined by Garrett's "test of significance between percents."

Each of Herzberg's factors of motivation was tested separately for significance at the .05 level of confidence. Achievement was identified significantly more often as a source of job satisfaction than as a source of job dissatisfaction. No other factors were identified as significant sources of job satisfaction.

Herzberg's Factors of Hygiene

Hypothesis 2. The Herzberg factors of hygiene - supervision, policy and administration, working conditions, interpersonal relations with superordinates, subordinates, and advisory councils, status, job security, salary, and personal life - will not be indicated significantly more often as sources of job satisfaction than as sources of job dissatisfaction by community education coordinators.

Each of Herzberg's factors of hygiene was tested separately for significance at the .05 level of confidence. Interpersonal relations with subordinates was a significant source of job satisfaction. Supervision, policy and administration, and working conditions, however, were significant sources of job dissatisfaction. The other six factors of hygiene produced no significant results.

DEMOGRAPHIC VARIABLES

Hypotheses 3 through 10 were developed to determine the relationship between the demographic variables of age, gender, marital status, and length of service, with job satisfaction and job dissatisfaction of community education coordinators. Each demographic variable was split into two subgroups. Coordinators in each subgroup were compared

TABLE 1

HERZBERG'S FACTORS OF MOTIVATION AND HYGIENE
AS SOURCES OF JOB SATISFACTION/DISSATISFACTION

FACTORS	SOURCES OF SATISFACTION		SOURCES OF DISSATISFACTION		CRITICAL RATIOS
	N	%	N	%	
ACHIEVEMENT	42	94%	18	40%	5.45*
RECOGNITION	14	31%	10	22%	.94
WORK ITSELF	9	20%	14	31%	1.20
RESPONSIBILITY	5	11%	4	8%	.49
ADVANCEMENT	1	2%	0	0	.95
POSSIBILITY OF GROWTH	1	2%	0	0	.95
SUPERVISION	3	6%	13	29%	2.87*
POLICY AND ADMINISTRATION	4	8%	18	40%	3.55*
WORKING CONDITIONS	1	2%	10	22%	3.54*
INTERPERSONAL RELATIONS - SUPERORDINATES	14	31%	17	38%	.70
INTERPERSONAL RELATIONS - SUBORDINATE	17	38%	2	4%	3.96*
INTERPERSONAL RELATIONS - ADVISORY COUNCIL	6	13%	1	2%	1.98
STATUS	10	22%	4	8%	1.86
JOB SECURITY	0	0	1	2%	.95
SALARY	0	0	2	4%	1.36
PERSONAL LIFE	1	2%	2	4%	1.05

*STATISTICALLY SIGNIFICANT CRITICAL RATIO @ .05 LEVEL.

separately on satisfying and dissatisfying critical incidents. A critical ratio for each factor of motivation and hygiene was determined by Garrett's "test of significance between percents" (1966, pp. 235-236) and was compared with a t=2.02 which was necessary for significance at the .05 level of confidence. Tables 2 through 9 contain percentages and crititcal ratios for demographically sub-grouped coordinators.

Hypotheses Related to Age

Hypotheses 3 and 4 were developed to determine whether or not job satisfaction or job dissatisfaction for community education coordinators was influenced by age. The coordinators were grouped into younger and older (below and above the median age groups.

Hypothesis 3. The Herzberg factors of motivation and hygiene will not be indicated as sources of job satisfaction significantly more often by younger coordinators than by older coordinators.

No factors were identified significantly more often as sources of job satisfaction by younger than by older community education coordinators.

Hypothesis 4. The Herzberg factors of motivation and hygiene will not be indicated as sources of job dissatisfaction significantly more often by younger coordinators than by older coordinators.

Older coordinators experienced significant dissatisfaction with policy and administration. Younger coordinators experienced significant dissatisfaction with working conditions. None of the other fourteen factors of

motivation and hygiene were significant sources of job dissatisfaction for younger or older coordinators.

Hypotheses Related to Gender

Hypotheses 5 and 6 were developed to determine whether or not job satisfaction or job dissatisfaction for community education coordinators was influenced by the gender of the coordinator. There were 26 male coordinators and 19 female coordinators.

> Hypothesis 5. The Herzberg factors of motivation and hygiene will not be indicated as sources of job satisfaction significantly more often by male coordinators than by female coordinators.

> Hypothesis 6. The Herzberg factors of motivation and hygiene will not be indicated as sources of job satisfaction significantly more often by male coordinators than by female coordinators.

No factors were identified as sources of job satisfaction or job dissatisfaction significantly more often by male coordinators than by female coordinators.

Hypotheses Related to Marital Status

Hypotheses 7 and 8 were developed to determine whether or not job satisfaction or job dissatisfaction for community education coordinators was influenced by marital status. There were 25 married coordinators and 20 unmarried coordinators.

> Hypothesis 7. The Herzberg factors of motivation and hygiene will not be indicated as sources of job satisfaction significantly more often by married coordinators than by unmarried coordinators.

No factors were identified as sources of job satisfaction significantly more often by married coordinators than by unmarried coordinators.

> Hypothesis 8. The Herzberg factors of motivation and hygiene will not be indicated as sources of job dissatisfaction significantly more often by married coordinators than by unmarried coordinators.

Unmarried coordinators were significantly dissatisfield with the recognition they were (or were not) receiving.

Hypotheses Related to Length of Service

Hypotheses 9 and 10 were developed to determine whether or not job satisfaction or job dissatisfaction for community education coordinators was influenced by length of service in the present position. The median length of service was 1-1/2 years; the coordinators were grouped into shorter and longer (below and above the median) service groups.

> Hypothesis 9. The Herzberg factors of motivation and hygiene will not be indicated as sources of job satisfaction significantly more often by those coordinators with shorter service than by those coordinators with longer service in the present position.

Responsibility, a Herzberg factor of motivation, was a significant source of job satisfaction for longer service coordinators. Interpersonal relations with advisory councils, and status, two of Herzberg's hygiene factors, were also significant sources of job satisfaction for longer service coordinators. None of the other factors

were significant sources of job satisfaction for younger or older coordinators.

> Hypothesis 10. The Herzberg factors of motivation and hygiene will not be indicated as sources of job dissatisfaction significantly more often by those coordinators with longer service in the present position.

Coordinators with longer service experienced significant job dissatisfaction with both policy and administration, and status. None of the other factors were significant sources of job dissatisfaction for younger or older coordinators.

RELATED DATA

In looking at the 244 coded incidents, the percentages of all factors identified by the community education coordinators as sources of job satisfaction in the positve job related incidents are shown in Chart 1, page 36. The percentages of all factors identified by the coordinators as sources of job dissatisfaction in the negative job related incidents are shown in Chart 2, page 37. The percentages of all factors grouped in positive and negative job related incidents as identified by the community education coordinators are shown in Chart 3, page 38. Chart 4 contains the percentages, in descending order of all factors identified by the coordinators as sources of job satisfaction/dissatisfaction in the positive and negative critical incidents.

TABLE 2

AGE AS RELATED TO JOB SATISFACTION

FACTORS	Younger 22-32		Older 33-62		C. R.
	N	%	N	%	
ACHIEVEMENT	21	91	21	95	.52
RECOGNITION	7	30	7	32	.15
WORK ITSELF	4	17	5	22	.42
RESPONSIBILITY	3	13	2	9	.43
ADVANCEMENT	1	4	0	0	.95
POSSIBILITY OF GROWTH	1	4	0	0	.95
SUPERVISION	2	9	1	5	.52
POLICY AND ADMINISTRATION	2	9	2	9	0
WORKING CONDITIONS	1	4	0	0	.95
INTERPERSONAL RELATIONS - SUPERORDINATE	6	26	8	36	.73
INTERPERSONAL RELATIONS - SUBORDINATE	7	30	10	45	1.04
INTERPERSONAL RELATIONS - ADVISORY COUNCIL	3	13	3	14	.10
STATUS	4	17	6	27	.81
JOB SECURITY	0	0	0	0	0
SALARY	0	0	0	0	0
PERSONAL LIFE	1	4	0	0	.95

TABLE 3

AGE AS RELATED TO JOB DISSATISFACTION

FACTORS	Younger 22-32		Older 33-62		C. R.
	N	%	N	%	
ACHIEVEMENT	9	39	9	41	.14
RECOGNITION	4	17	6	27	.81
WORK ITSELF	9	39	5	23	1.16
RESPONSIBILITY	3	13	1	4	1.08
ADVANCEMENT	0	0	0	0	0
POSSIBILITY OF GROWTH	0	0	0	0	0
SUPERVISION	6	30	7	27	.22
POLICY AND ADMINISTRATION	6	26	12	55	2.54*
WORKING CONDITIONS	8	35	2	9	2.09*
INTERPERSONAL RELATIONS - SUPERORDINATE	7	30	10	45	1.04
INTERPERSONAL RELATIONS - SUBORDINATE	1	4	1	5	.16
INTERPERSONAL RELATIONS - ADVISORY COUNCIL	0	4	1	0	.95
STATUS	2	9	2	9	0
JOB SECURITY	1	4	0	0	.95
SALARY	1	4	1	4	0
PERSONAL LIFE	2	9	0	0	1.44

*Statistically significant critical ratio at .05 level

TABLE 4

GENDER AS RELATED TO JOB SATISFACTION

FACTORS	Male n=26		Female n=19		C. R.
	N	%	N	%	
ACHIEVEMENT	23	88	19	100	1.57
RECOGNITION	8	30	6	31	.29
WORK ITSELF	5	19	4	21	.17
RESPONSIBILITY	2	8	3	16	.83
ADVANCEMENT	0	0	1	5	1.15
POSSIBILITY OF GROWTH	0	0	1	5	1.15
SUPERVISION	1	4	2	11	.91
POLICY AND ADMINISTRATION	2	8	2	11	.34
WORKING CONDITIONS	1	4	0	0	.88
INTERPERSONAL RELATIONS - SUPERORDINATE	9	35	5	26	.64
INTERPERSONAL RELATIONS - SUBORDINATE	11	24	6	31	.68
INTERPERSONAL RELATIONS - ADVISORY COUNCIL	4	8	2	4	.39
STATUS	5	19	5	26	.56
JOB SECURITY	0	0	0	0	0
SALARY	0	0	0	0	0
PERSONAL LIFE	0	0	1	5	1.15

TABLE 5

GENDER AS RELATED TO JOB DISSATISFACTION

FACTORS	Male n=26		Female n=19		C. R.
	N	%	N	%	
ACHIEVEMENT	8	30	10	53	1.56
RECOGNITION	5	19	5	26	.56
WORK ITSELF	7	27	7	37	.71
RESPONSIBILITY	2	8	2	11	.34
ADVANCEMENT	0	0	0	0	0
POSSIBILITY OF GROWTH	0	0	0	0	0
SUPERVISION	6	23	7	37	1.66
POLICY AND ADMINISTRATION	9	35	9	47	.81
WORKING CONDITIONS	6	23	4	21	.16
INTERPERSONAL RELATIONS - SUPERORDINATE	10	38	7	37	.07
INTERPERSONAL RELATIONS - SUBORDINATE	1	4	1	5	.16
INTERPERSONAL RELATIONS - ADVISORY COUNCIL	0	0	1	5	1.15
STATUS	2	8	2	11	.34
JOB SECURITY	1	4	0	0	.88
SALARY	1	4	1	5	.16
PERSONAL LIFE	2	8	0	0	1.26

TABLE 6

MARITAL STATUS AS RELATED TO JOB SATISFACTION

FACTORS	Married n=25		Unmarried n=20		C. R.
	N	%	N	%	
ACHIEVEMENT	23	92	19	95	.40
RECOGNITION	6	24	8	40	1.15
WORK ITSELF	7	28	2	10	.87
RESPONSIBILITY	3	12	2	10	.21
ADVANCEMENT	0	0	1	5	1.13
POSSIBILITY OF GROWTH	0	0	1	5	1.13
SUPERVISION	1	4	2	10	.64
POLICY AND ADMINISTRATION	2	8	2	10	.23
WORKING CONDITIONS	1	4	0	0	.90
INTERPERSONAL RELATIONS - SUPERORDINATE	8	32	6	30	.14
INTERPERSONAL RELATIONS - SUBORDINATE	9	36	8	40	.28
INTERPERSONAL RELATIONS - ADVISORY COUNCIL	3	12	3	15	.29
STATUS	6	24	4	20	.32
JOB SECURITY	0	0	0	0	0
SALARY	0	0	0	0	0
PERSONAL LIFE	0	0	1	5	1.13

TABLE 7

MARITAL STATUS AS RELATED TO JOB DISSATISFACTION

FACTORS	Married n=25		Unmarried n=20		C. R.
	N	%	N	%	
ACHIEVEMENT	11	44	7	35	.61
RECOGNITION	4	16	10	50	2.45*
WORK ITSELF	6	24	8	40	1.15
RESPONSIBILITY	2	8	2	10	.23
ADVANCEMENT	0	0	0	0	0
POSSIBILITY OF GROWTH	0	0	0	0	0
SUPERVISION	7	28	6	30	.15
POLICY AND ADMINISTRATION	12	48	6	30	1.22
WORKING CONDITIONS	3	12	7	35	1.84
INTERPERSONAL RELATIONS - SUPERORDINATE	9	36	8	40	.28
INTERPERSONAL RELATIONS - SUBORDINATE	1	4	1	5	.16
INTERPERSONAL RELATIONS - ADVISORY COUNCIL	1	4	0	0	.90
STATUS	2	8	2	10	.23
JOB SECURITY	0	0	1	5	1.13
SALARY	1	4	1	5	.16
PERSONAL LIFE	1	4	1	5	.16

* Statistically significant critical ratio at .05 level

TABLE 8

LENGTH OF SERVICE AS RELATED TO JOB SATISFACTION

FACTORS	Longer 18mo. - 10yr.		Shorter 2mo. - 18mo.		C. R.
	N	%	N	%	
ACHIEVEMENT	23	100	19	86	1.86
RECOGNITION	8	35	6	27	.58
WORK ITSELF	6	26	3	14	1.00
RESPONSIBILITY	5	21	0	0	2.02*
ADVANCEMENT	1	4	0	0	.95
POSSIBILITY OF GROWTH	1	4	0	0	.95
SUPERVISION	2	9	1	5	.52
POLICY AND ADMINISTRATION	3	13	1	5	1.11
WORKING CONDITIONS	0	0	1	5	1.09
INTERPERSONAL RELATIONS - SUPERORDINATE	7	30	7	32	.15
INTERPERSONAL RELATIONS - SUBORDINATE	7	30	10	45	1.04
INTERPERSONAL RELATIONS - ADVISORY COUNCIL	6	26	0	0	2.57*
STATUS	8	35	2	9	3.37*
JOB SECURITY	0	0	0	0	0
SALARY	0	0	0	0	0
PERSONAL LIFE	1	4	0	0	.95

* Statistically significant critical ratio at .05 level

TABLE 9

LENGTH OF SERVICE AS RELATED TO JOB DISSATISFACTION

FACTORS	Longer 18mo. - 10yr.		Shorter 2mo. - 18mo.		C. R.
	N	%	N	%	
ACHIEVEMENT	12	52	6	27	1.71
RECOGNITION	7	30	3	14	1.29
WORK ITSELF	9	39	5	23	.99
RESPONSIBILITY	3	13	1	5	.93
ADVANCEMENT	0	0	0	0	0
POSSIBILITY OF GROWTH	0	0	0	0	0
SUPERVISION	7	30	6	27	.22
POLICY AND ADMINISTRATION	13	57	5	23	2.32*
WORKING CONDITIONS	7	30	3	14	1.29
INTERPERSONAL RELATIONS - SUPERORDINATE	10	43	7	32	.76
INTERPERSONAL RELATIONS - SUBORDINATE	1	4	1	5	.16
INTERPERSONAL RELATIONS - ADVISORY COUNCIL	0	0	1	5	1.09
STATUS	3	13	1	5	2.66*
JOB SECURITY	0	0	1	5	1.09
SALARY	1	4	1	5	.16
PERSONAL LIFE	1	4	1	5	.16

* Statistically significant critical ratio at .05 level

CHART 1

PERCENTAGES OF ALL FACTORS IDENTIFIED BY COORDINATORS AS SOURCES OF JOB SATISFACTION

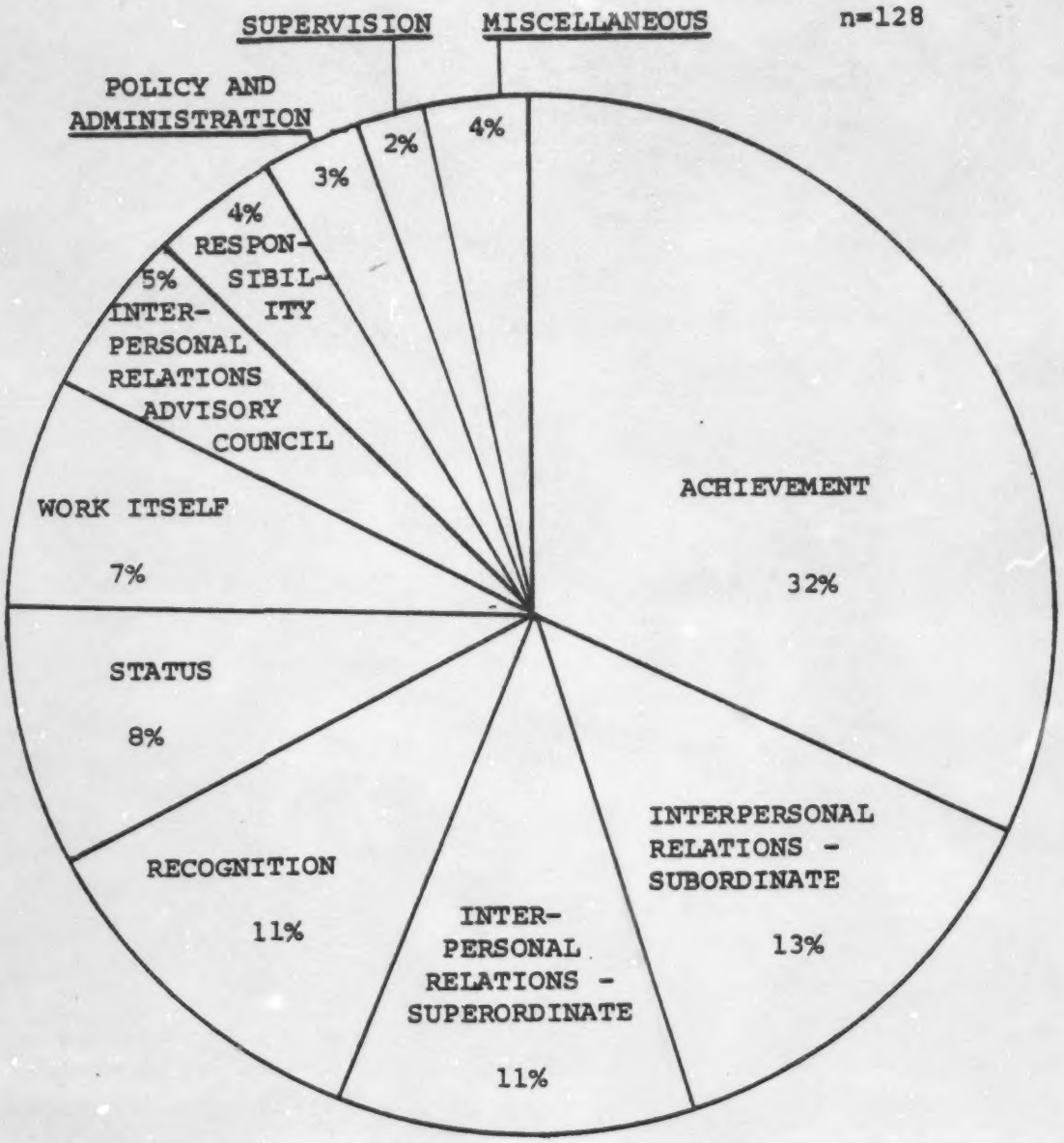


CHART 2

PERCENTAGES OF ALL FACTORS IDENTIFIED BY COORDINATORS AS SOURCES OF JOB DISSATISFACTION

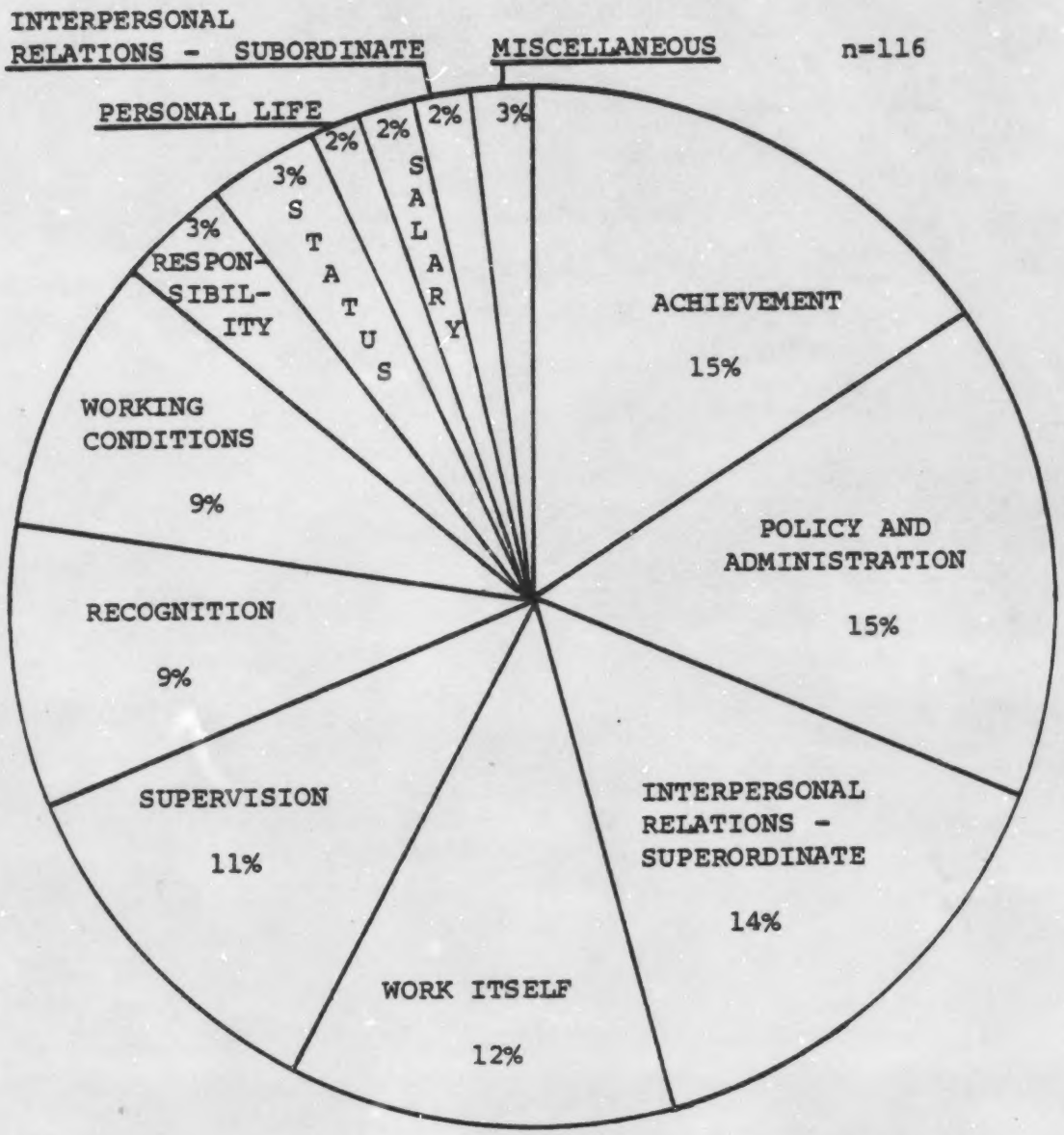


CHART 3

PERCENTAGES OF ALL FACTORS GROUPED IN POSITIVE AND NEGATIVE JOB RELATED INCIDENTS IDENTIFIED BY COORDINATORS

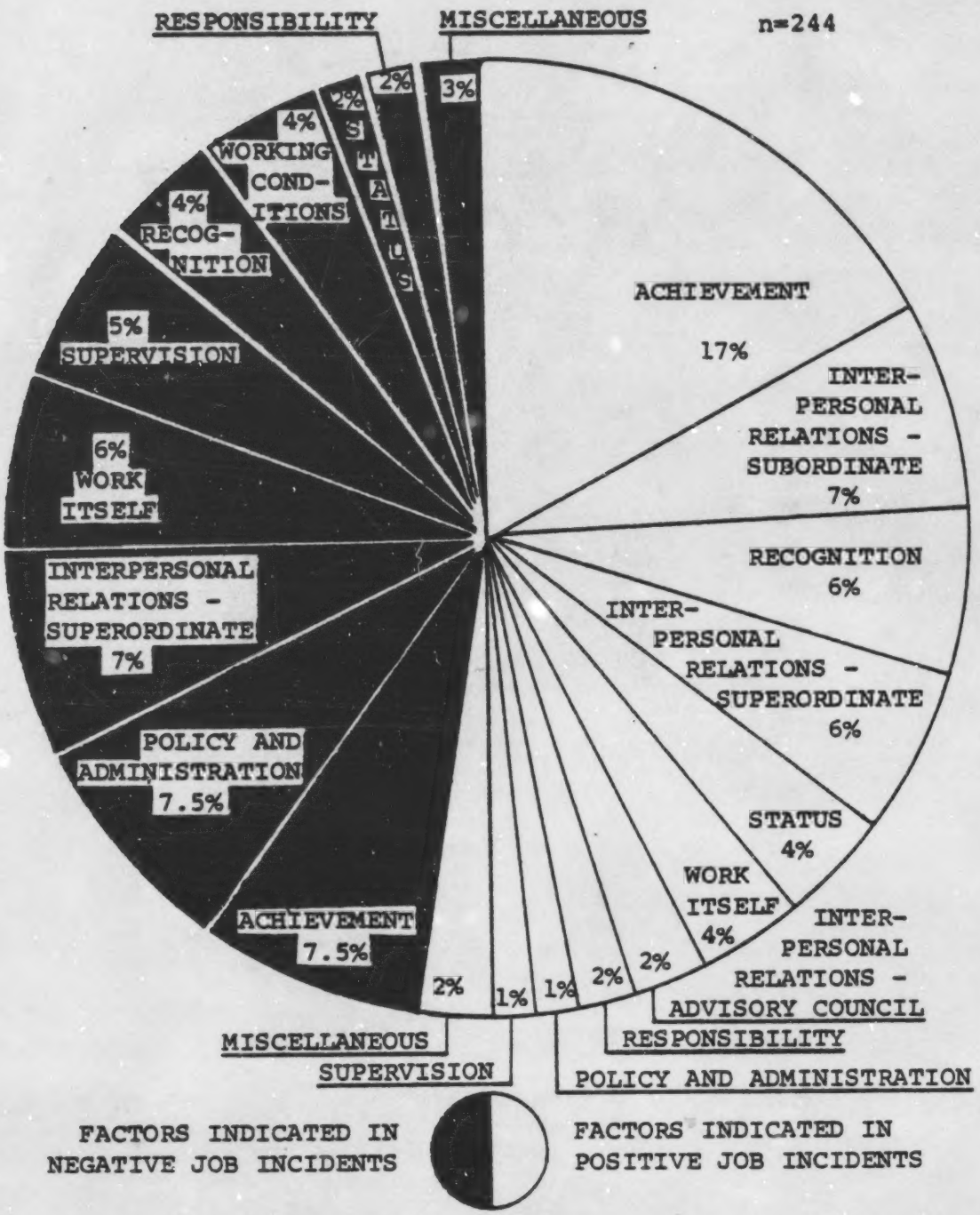
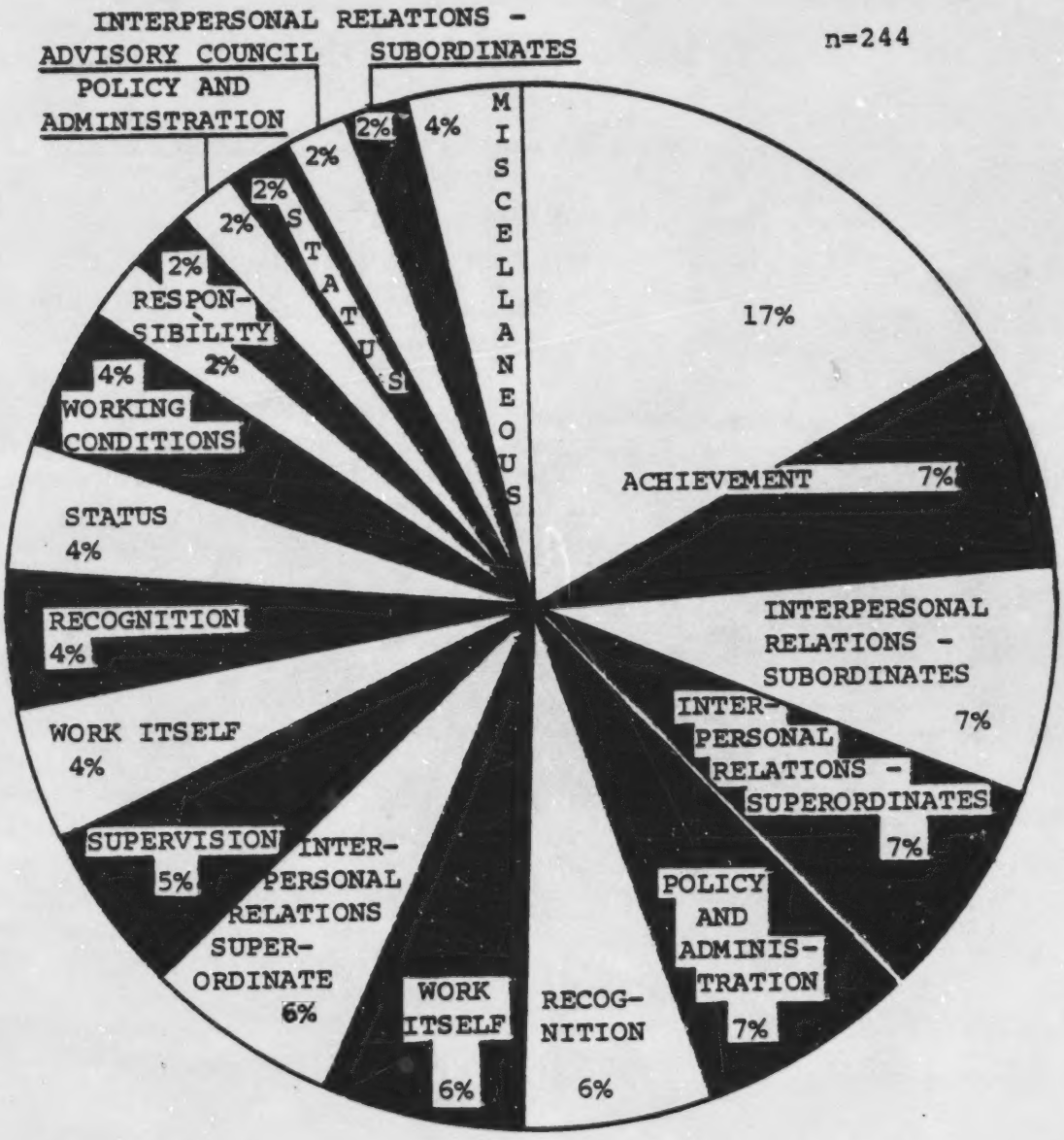


CHART 4

PERCENTAGES IN DESCENDING ORDER OF ALL FACTORS IDENTIFIED BY COORDINATORS IN POSITIVE AND NEGATIVE JOB RELATED INCIDENTS



Chapter 4

SUMMARY AND CONCLUSIONS

The purpose of this chapter was to present a summary of the study, conclusions drawn from the findings, and recommendations for future research. In the first section an overview of the study is presented. The purpose of the study, the relevant literature, and the methodology are discussed. The second section contains a summary of the findings of the study. Comparisons are made of the results with other similar and pertinent studies. Recommendations for future study are presented in the final section.

OVERVIEW OF THE STUDY

An overview of the purpose of the study, and findings from a review of relevant literature are presented. A summary of the methodology used in gathering and analyzing the data are discussed.

Purpose

The primary purpose of this study was to identify those factors which led to job satisfaction and job dissatisfaction of community education coordinators in

the Mid-Atlantic region. A second purpose was to examine the relationship between the demographic variables of age, gender, marital status, and length of service, with the sources of job satisfaction/dissatisfaction for community education coordinators.

Review of the Literature

A review of literature relating to Herzberg's Motivation-Hygiene Theory and job satisfaction/dissatisfaction was conducted. In addition to Herzberg's theory, other theories of motivation, before and since Herzberg, were reviewed. It was found that during the last twenty years Herzberg's theory was thoroughly and rigorously tested by other social scientists interested in motivation and work.

Community educators sought to satisfy unfilled community needs. In affecting solutions to community needs, numerous and diverse problems were frequently encountered by the community education coordinators. In an investigation of major research, it was revealed that job satisfaction/dissatisfaction of the coordinators are influenced by these problems. Because of the importance of the success of the community education programs, knowledge of the factors involved in the coordinators' job satisfactions and job dissatisfactions was needed. It was discovered that no major investigation of job satisfaction and job dissatisfaction of community education had been done; therefore, this study was undertaken.

Methodology

The sample for this study consisted of 45 randomly selected community education coordinators within the Mid-Atlantic region. Herzberg's "critical incident" interviewing technqiue was used to collect data. Personal interviews were conducted with the forty-five coordinators. Each coordinator was asked to relate a potive and a negative incident which had occurred in his or her present position as a community education coordinator. All incidents were tape recorded, and, following Herzberg's methodology, were then analyzed and coded into Herzberg's factor categories by three independent raters who had been trained to analyze and code data based upon Herzberg's theory and terminology (see Appendix C). The percentages of coordinators who referred to each factor were computed and reported in Chapter 3. The statistical analysis using Garrett's "test of significance between two percents" was reported in Chapter 3 (Garrett, 1966, pp. 235-236). The relationship between the Herzberg factors and the demographic variables were also examined using Garrett's "test of significance between two percents," and were reported in Chapter 3.

The questions upon which the hypotheses were based were the following:

1) To what extent were Herzberg's factors of motivation - achievement, recognition, work itself, responsibility, advancement, and possibility of growth -

associated with job satisfaction/dissatisfaction of community education coordinators?

2) To what extent were Herzberg's factors of hygiene - supervision, policy and administration, working conditions, interpersonal relations with superordinates, subordinates, and advisory councils, salary, status, job security, and personal life - associated with job satisfaction/dissatisfaction of community education coordinators?

3) To what extent did the demographic variables - age, gender, marital status, and length of service - influence the community education coordinators' job satisfaction/dissatisfaction?

Summary of Findings

The 45 coordinators each recounted both a positive and a negative job related incident. Within these 90 incidents the coders were able to identify 244 instances of Herzberg's factors of motivation and hygiene. Of these 244 instances:

1. 128, or 52%, were related to job satisfaction (see Table 10, page 46).
2. 116, or 48% were related to job dissatisfaction (see table 10, page 46).
3. 118, or 48%, were related to Herzberg's factors of motivation (see Table 10, page 46).
4. 126, or 52%, were related to Herzberg's 10 factors of hygiene (see Table 10, page 46).

5. There were 13 significant critical ratios at the .05 level of confidence in this study. Five involved all coordinators and eight involved demographically sub-grouped coordinators (see Table 11, page 47).
6. Four of the five significant sources of job satisfaction/dissatisfaction for the total sample were significant at the .001 level of confidence. The fifth was significant at the .01 level of confidence (see Table 11, page 47).
7. One of the eight significant sources of job satisfaction/dissatisfaction for the demographically sub-grouped coordinators was significant at the .001 level of confidence. The other seven were significant at the .05 level of confidence (see Table 11, page 47).
8. Achievement accounted for more than 50% of the examples of satisfaction/dissatisfaction among the factors of motivation, nearly one-third of the incidents related to job satisfaction, and almost 25% of the total factors of motivation and hygiene in both positive and negative related incidents.
9. Three of the six factors of motivation generated significant results, either within the whole sample (achievement) or within demographic

TABLE 10

NUMBER AND PERCENTAGES OF SOURCES OF JOB SATISFACTION/DISSATISFACTION AND FACTORS OF MOTIVATION AND HYGIENE

		POSITIVE INCIDENTS RELATED TO JOB SATISFACTION			NEGATIVE INCIDENTS RELATED TO JOB DISSATISFACTION			TOTALS		
		N	%	%	N	%	%	N	%	%
FACTORS OF MOTIVATION	N	72			46			118		
	%		61			39			100	
	%			56			40			48
FACTORS OF HYGIENE	N	56			70			126		
	%		44.5			55.5			100	
	%			44			60			52
TOTALS	N	128			116			244		
	%		52			48				100
	%			100			100			

TABLE 11
SIGNIFICANT CRITICAL RATIOS

t=2.02 @ .05 *SIG. @ .01 **SIG. @ .001	POSITIVE INCIDENTS RELATED TO JOB SATISFACTION		NEGATIVE INCIDENTS RELATED TO JOB DISSATISFACTION	
FACTORS OF MOTIVATION	COORDINATORS		COORDINATORS	
	ALL	SUBGROUPS	ALL	SUBGROUPS
ACHIEVEMENT	5.45**			
RECOGNITION				2.45/UM
WORK ITSELF				
RESPONSIBILITY		2.02/LS		
ADVANCEMENT				
POSSIBILITY OF GROWTH				
FACTORS OF HYGIENE				
SUPERVISION			2.87*	
POLICY AND ADMINISTRATION			3.55**	2.54/OC 2.32/LS
WORKING CONDITIONS			3.54**	2.09/YC
INTERPER. REL. SUPERORDINATES				
INTERPER. REL. SUBORDINATES	3.96**			
INTERPER. REL. ADV. COUNCILS		2.57/LS		
STATUS		3.37/LS**		2.66/LS
JOB SECURITY				
SALARY				
PERSONAL LIFE				

LS=LONGER SERVICE, UM=UNMARRIED, YC=YOUNGER, OC=OLDER

subgroups (recognition/unmarried, and responsibility/longer service) (see Table 11, page 47).

10. Six of the ten factors of hygiene generated significant results, either within the whole sample, within demographic sub-groups, or both within the whole sample and demographic sub-groups either as sources of job satisfaction or job dissatisfaction. Furthermore, one factor, status, generated significance both as a source of job satisfaction and as a source of job dissatisfaction (see Table 11, page 47).

Herzberg's findings were confirmed by the following results in this study:

1. Achievement, a factor of motivation, was a significant source of job satisfaction for all coordinators.
2. Supervision, policy and administration, and working condition, all factors of hygiene, were significant sources of job dissatisfaction for all coordinators.
3. Responsibility, a factor of motivation, was a significant source of job satisfaction for longer service coordinators;

4. Status, a factor of hygiene; was a significant source of job dissatisfaction for longer service coordinators, however, curiously enough, it was also a significant source of job satisfaction for longer service coordinators;
5. Working conditions, a factor of hygiene, was a significant source of job dissatisfaction for younger coordinators;
6. Policy and administration, a factor of hygiene, was a significant source of job dissatisfaction for both older and longer service coordinators.

Herzberg's findings were challenged in the following results of the study:

1. Interpersonal relations - subordinates, a factor of hygiene, was a significant source of job satisfaction for all coordinators;
2. Interpersonal relations - advisory councils, a factor of hygiene, was a significant source of job satisfaction for longer service coordinators;
3. Recognition, a factor of motivation, was a significant source of job dissatisfaction for unmarried coordinators;
4. Status, a factor of hygiene, was a significant source of job satisfaction for longer service coordinators.

Demographic Findings Related to Previous Studies

The findings of this study with regard to the demographic variables of age were consistent with those of House and Wigdor (1967), Wild and Dawson (1976), Hulin and Smith (1976), Friedlander (1964), Barbash (1974), and Singh and Barmgartel (1966). The younger coordinators were significantly more dissatisfied with their working conditions than were the older coordinators. The older coordinators were significantly more dissatisfield with policy and administration than were the younger coordinators.

Walker (1971) and Kliminski (1974) stated that the perceived success of the coordinator was not related to the length of service; however, Hulin and Smith (1976), Friedlander (1964), Wild and Dawson (1976), and Singh and Barmgartel (1966) concluded that length of service was a significant determiner of job satisfaction and job dissatisfaction. Alderfer (1976) contended that the longer the person had been with the organization, the lower was his satisfaction with his superiors. It was revealed in this study that length of service had a significant relationship to several factors of both job satisfaction and job dissatisfaction. All five significant critical ratios dealing with length of service involved coordinators with longer service in their present positions. Responsibility, interpersonal relations with advisory councils, and status were significant sources of job satisfaction for longer service coordinators. Policy and administration and

status were significant sources of job dissatisfaction for the longer service coordinators. No factors were significant sources of job satisfaction or dissatisfaction for shorter service coordinators.

The gender of the coordinators had no influence on job satisfaction/dissatisfaction of the coordinators. This was in agreement with the findings of Hulin and Smith (1976), Center and Bugental (1966), Barbash (1974), and Burke (1966), who found no differences in job satisfaction/dissatisfaction between males and females. Therefore, there was no support for Wild and Dawson (1976), House and Wigdor (1976), Sergiovanni (1966), Guilford and Gray (1970), and Kuhlen (1976) who found that gender had a significant effect on job satisfaction/dissatisfaction.

Other researchers investigated the relationship between gender and specific individual factors of job satisfaction/dissatisfaction. Guilford and Gray (1970) contended that females were more sensitive to poor supervision than males; they were supported in this study. Of the female coordinators, 37% found dissatisfaction with supervision as opposed to 23% of the males. Sergiovanni (1966) concluded that recognition was more satisfying for men than for women, but such a conclusion was not supported in this study. Kulhen (1966) found females expected less job satisfaction than did they male counterparts. The female coordinators in this study, however, identified more areas of job dissatisfaction than did

the males by a ratio of 11 to 4. They, even though fewer in number, were more vocal in expressing areas of job satisfaction and job dissatisfaction. There was also disagreement with conclusions by Schwab and Wallace (1976), who stated that females were significantly more satisfied with their pay than males.

There was a significant relationship between marital status and job dissatisfaction in this study which supported Wild and Dawson (1976). Unmarried coordinators were significantly more dissatisfied with recognition than were the married coordinators.

CONCLUSIONS

The community education coordinators chosen for the study were both receptive and eager to participate. Many said they enjoyed the interviews and felt that the "critical incident" technique was a good way to bring out candid, representative examples of job satisfaction and job dissatisfaction. In fact, the interviewer frequently was told by the coordinators that other techniques, such as questionnaires and surveys, would not have elicited the "true" issues as did the "critical incident" interviewing technique.

Many of the coordinators were so interested in the study that they requested the results. They appeared to be interested from a personal point of view but also

from the broader professional standpoint of the community education movement.

In the 90 recorded critical incidents the coordinators identified the 6 factors of motivation and the 10 factors of hygiene 244 times as sources of job satisfaction and job dissatisfaction. The sources of job satisfaction, which included both factors of motivation and factors of hygiene, were counted 128 of the 244 times (or 52%). The sources of job dissatisfaction, which also included both the factors of motivation and hygiene, which contributed to both job satisfaction and job dissatisfaction, were counted 126 times (or 52%); the six factors of motivation were counted 118 times (or 48%).

Overall, the coordinators were an energetic, idealistic group. They were living the concept of community education, and they felt a great sense of achievement - and thus, satisfaction - when they succeeded in involving the community. This dynamic ideal was exemplified in the following incident:

> The first thing I did was to have an awareness conference. When the phone started ringing off - 100 calls a day - it was the most exciting thing that has ever happened.

Another instance of achievement for the coordinators occurred when they were able to secure interagency cooperation. On coordinator reported:

> I felt good about a summer program which was run without funding and only from donations and interagency cooperation. School facilities

> were donated. We had 6 weeks with absolutely no budget. I pulled together the agencies and said, "What can you do? I have no money."

According to Herzberg's theory, interpersonal relations with subordinates should be a factor of hygiene and a source of dissatisfaction; however, in this study, it was a source of job satisfaction and thus a factor of motivation. An example of this was reported by a coordinator as follows:

> I have gotten 45 people working in the daytime and their attitude has been great. The attitude of the teachers concerning people coming into their rooms has been fantastic. The after school program of 132 students is totally being run by people teaching free. It was such a rewarding thing, and it has been done with such ease.

The coordinators, however, rarely gave themselves sole credit for accomplishments. They frequently used the pronoun "we" when speaking of successes. When asked to elaborate, they sometimes had difficulty identifying who the other parties were. One coordinator stated:

> I am particularly pleased with the integration of the K-12 in our area. We did a needs assessment and then we started activities bringing in outside agencies. Comments from the kids, parents, and administrators were very good.

On the other hand, the coordinators often took on tasks which seemed to be impossible. As one coordinator proudly reported:

> I felt good about organizing an abandoned school building into a budgeted 500 thousand dollar community education program. Through 4 years of community organization and development, I have established a viable, working community education program with 29 staff members.

The longer service coordinators found status, responsibility, and interpersonal relations with advisory councils to be significant sources of job satisfaction:

> I felt satisfaction with planning and conducting a large scale summer program that was done without any federal or state funding. It was entirely a local effort and met all the goals that we set out to meet. I got to specific people and helped them to identify needs. We identified with people in the community who could point out things that were needed and then we were able to marshal resources to do it.

The closely related factors of supervision, policy and administration, and working conditions were significant sources of job dissatisfaction in this study. There were six significant critical ratios produced from these three factors. The coordinators frequently spoke of administrators rejecting the concept of community education, were threatened by the publicity given the community education coordinator, or did not understand what community education involved. Comments relevant to these concerns were the following:

> I have dissatisfaction in my relationship with my principal. My principal never had any contact with community education. He doesn't know what community education is and what to expect of me.
>
> The principal felt that community education was propagandizing.
>
> I feel as if I have to orient each new principal to community education, and this has been with varying degrees of success. I am loaded down with a lot of administrative duties that I don't consider community education oriented.

The coordinators were concerned that some administrators were not aware of the wider educational needs of the community and operated only within the narrow confines of the K-12 structure. Some coordinators remarked:

> The most dissatisfaction I experienced is the stigma taken by the principal of outside organizations using "his" facility. I have difficulty with the principal understanding what I'm trying to accomplish.

> The entire 1-1/2 year has been one continual frustration. When parents have made suggestions for programs and have talked with the principal there was an automatic "no."

The coordinators related frustration with administrative and bureaucratic obstacles with which they sometimes had to contend. A significant source of job dissatisfaction for both the older and longer service coordinators was with policy and administration. Two coordinators summed it up this way:

> I am frustrated with the political situation where I am involved. Things are not done because a few individuals decide something shouldn't be done. One influential individual can make or break a program.

> If the principal doesn't want the program, there is no program. The principal is not very cooperative. The principal has total control.

There was little evidence of dissatisfaction with policy. There was much evidence, however, of dissatisfaction with administration:

> I had helped work on a program with a county recreation director and the principals did a real number on him. They got together and went against him. Later, a new superintendent took over who wasn't supportive of community education.

> I was not going in the same direction as the principal and the administrators. There was frustration with working with someone who did not try to incorporate any of the concepts of community education.
>
> It takes too long for decisions to be made concerning immediate needs. It takes months for them to get around to making decisions. The superintendent and supervisor don't take the time to do the work that is required.
>
> For the last year and a half, the program has been mismanaged by my immediate supervisor. My supervisor could not manage the program. There was much internal conflict. There were a lot of roadblocks.
>
> I posed a threat to the principal. I think he had fear for his job. It was a continual battle with his insecurity. He complained about me but was never able to give constructive criticism.

For the longer service coordinators, status was both a significant source of job satisfaction and a significant source of job dissatisfaction. It may be that there was a discrepancy between perceptions of personal status and program status. One could surmise that when personal status is linked with achievement, it is a source of motivation; but program status may be a factor of hygiene. Community education was sometimes considered to be out of the mainstream of public school education as brought out by these remarks:

> Community education is given such a low priority. The first allegiance of the superintendent is for the K-12 program. Community education gets what is left after the K-12 program is instituted. It is an appendage. It saddens me to believe that persons in those positions see education only as formal.

> I have felt bad when members of the advisory council say negative things about community education. They seem to feel that monies should be used only in the K-12 program. They need to be educated as to what community education is all about.

For younger coordinators, working conditions was a significant source of job dissatisfaction. The very short average tenure of the coordinators could be a reflection of these feelings of dissatisfaction. Community educators complained of long hours and realized that they could probably "burn out" in relatively short time.

> Long hours! I work 15 hours a day at least three days a week. If I don't do it, no one else will. I don't want to do it forever.

> My working day never ends. There is too much work to do with no help and no time to do it. I many times work 13 hours a day.

The long hours and heavy workloads also cut into the time-off available to the coordinators. A coordinator lamented:

> I haven't been able to take the leisure time that I need. I'm taking care of everyone else's needs and letting mine go. It puts a lot of stress on the family because some of their needs aren't being taken care of.

Among unmarried coordinators, recognition was a significant source of job dissatisfaction. One explained:

> I became involved with the school but the principal doesn't become involved with the community. He criticizes the program but he doesn't come out to see it. I feel defeated when I'm not accepted by my immediate supervisor.

A basic principle of management has been the efficient utilization of assets. School buildings are

frequently not fully used. When new facilities were constructed to fulfill community needs, which could have been satisfied in existing structures, valuable assets were wasted. One coordinator provided an example of wasteful duplication:

> We tried to make the city and the school district aware that both outfits were spending monies for the same thing. Because of funding guidelines and bureaucratic timelines and the lack of community knowledge about what to do, they both went ahead with separate plans for development. There is $100,000 spent in duplication, and there are no plans for joint effort, programming, anything.

On the other hand, it must be pointed out that the factor which generated the greatest number of responses and the greatest statistical significance was achievement; therefore, it appeared that in spite of the obstacles and handicaps with which the community education coordinators were faced, they were making progress and were meeting with considerable success.

In summary, Herzberg's Motivation-Hygiene Theory received support from the results of this study. As noted in the review of the literature, many people in various occupations had been studied but never community education coordinators. It can be concluded as a result of this study that the dual-factor theory applies to community education coordinators.

Coordinators revealed that achievement, interpersonal relations with subordinates, and recognition were the factors which motivated them the most to strive for

a high level of job performance. Awareness of this can enable advisory councils, school boards, and community education superordinates to create and maintain an atmosphere in which a sense of achievement can flourish, in which recognition for superior performance is generously provided, and in which good interpersonal relations can thrive. At the same time, the lack of achievement was revealed to be a frequent source of job dissatisfaction; therefore, leadership in community education needs to seek ways to reduce, if not eliminate the causes of this frustration. This can be accomplished by community educators being encouraged by supervisors and given support to be innovative and creative in the development of community education programs. And when good programs are developed and running well, advisory councils and school boards which recognize these accomplishments with enthusiasm will be providing coordinators with the positive feedback and rewards they need.

For the community education coordinators, policy and administration, interpersonal relations with superordinates, supervision, and working conditions were the factors which caused the greatest job dissatisfaction. It is evident that these factors are closely related, and indeed, it is impossible from this study to determine what mix of policy and administration is bringing about dissatisfaction; but certainly, administration, interpersonal relations with

superordinates, and supervision are tightly linked. It can, therefore, be concluded that those ultimately responsible for community education programs - the advisory councils, school boards, superintendents, etc. - need to re-examine their policies to see if they support and encourage programs, or conversely, undermine and inhibit the growth the development of programs. It is clear from a number of comments made by the coordinators that there are some advisory councils, school boards, superintendents, and principals who the coordinators feel are not supportive of community education. By in-service training, workshop participation, and professional enrichment for the policy makers of community education programs, the chances for viable and healthy community education programs are enhanced.

As indicated previously, the Motivation-Hygiene Theory is applicable to community education coordinators. Therefore, more careful attention to the nuturing of sources of job satisfaction and to the reduction of sources of job dissatisfaction should bring about improved job performance, better programs, lower turnover, less absenteeism, and greater opportunities for self actualization on the part of the coordinators.

SUGGESTED DIRECTION OF FUTURE RESEARCH

From the findings in the study, future research into the following areas would be useful:

1. Another study involving community education coordinators should be conducted with the factors of motivation and hygiene being coded by frequency of reference. This would give appropriate weight regardless of how many times it was referred to in critical incidents.

2. A study should be conducted in which the duration of the sources of satisfaction and dissatisfaction would be investigated. Herzberg concluded that the source of satisfaction were of longer duration than the sources of dissatisfaction. This should be tested on the community education coordinator population.

3. The factor, interpersonal relations with subordinates, was mentioned as a significant factor of motivation, rather than as a factor of hygiene, as concluded by Herzberg. Further study should be conducted to examine this contradiction.

4. This study should be replicated in other geographical regions to see if sources of job satisfaction/ dissatisfaction are similar in different geographical area where administrative hierarchy might differ.

5. An additional study should be done in which there is an in-depth analysis of the motivational factor, achievement. It was indicated by 94% of the coordinators to be a source of job satisfaction, accounted for over 50% of the positive and negative incidents mentioned with regard to the factors of motivation, and was responsible for 32% of all incidents which were source of job satisfaction.

On the other hand, the failure to achieve accounted for 15% of all sources of job dissatisfaction.

6. Herzberg made no distinction between an individual's perception of his own status and his perception of the staus of the program. Because status was a significant source of job satisfaction and job dissatisfaction, an analysis of this factor would be valuable.

7. Of the 16 factors only policy and administration generated three significant critical ratios. A need exists to differentiate between the concepts of "policy" and "administration" because they are not necessarily synonymous.

8. Because six out of the eight critical ratios dealing with job dissatisfaction involved policy and administration, supervision, and working conditions, an in-depth study in this highly interrelated area would be valuable.

9. The coordinators frequently made reference to other agencies with which they worked. The factor, interpersonal relations - other agencies, should be studied as a source of job satisfaction/dissatisfaction.

10. A follow-up study should be done on job dissatisfaction of former community education coordinators because people on the job may accentuate the positve. Coordinators who have left their jobs may give a different perspective on sources of job satisfaction and job dissatisfaction.

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APPENDIX A

SEMI-STRUCTURED INTERVIEW QUESTIONS

APPENDIX A

1) Think of a time when you felt exceptionally good or exceptionally bad about your job as a community school coordinator. Tell me what happened.

2) Now think of a time when you felt exceptionally _____ (opposite of previous story) about your job as coordinator. Tell me what happened.

(The interviewer may question the respondent further on each story if she thinks it expedient for the study.)

APPENDIX B

BIOGRAPHICAL DATA

APPENDIX B

BIOGRAPHICAL DATA

Respondent Number _____

1. Age _____

2. Sex _____

3. Marital Status (Check one)

   a. Married _____

   b. Unmarried _____

4. Length of service in present position

   _____

APPENDIX C

CRITERIA CHECK-OFF LIST

APPENDIX

CRITERIA CHECK-OFF LIST

Each factor listed will be marked only once per study. All factors marked in the positive stories will be considered motivators and all factors marked in the negative stories will be considered hygienes.

Respondent Number _____

Kind of Incident _____Positive
_____Negative

The factors are the following:

_____1. Achievement

_____2. Recognition

_____3. Work Itself

_____4. Responsibility

_____5. Advancement

_____6. Possibility of Growth

_____7. Supervision

_____8. Policy and Administration

_____9. Working Conditions

_____10. Interpersonal Relations - Superordinate

_____11. Interpersonal Relations - Subordinate

_____12. Interpersonal Relations - Advisory Council

_____13. Status

_____14. Job Security

_____15. Salary

_____16. Personal Life